



# TAKS-Alt Decision Making Tool

In order to ensure that ARD Committees are making appropriate decisions in regard to state testing for students with disabilities, it is imperative that these committees are in consensus about meeting the requirements for modified and alternate assessments.

Please check each criterion below to ensure that the student meets **ALL** of the state requirements for participation in TAKS-Alt:

Student: \_\_\_\_\_ Date of ARD: \_\_\_\_\_

- ☐ 1. The student is currently receiving special education services for having the most significant cognitive disabilities and is unable to participate in other statewide assessments **even with** substantial accommodations and/or modifications.
- ☐ Eligibility for Services \_\_\_\_\_  
(ex. MR, AU, TBI, and OHI in some cases; check with assessment staff)
  - ☐ Routinely assessed through other measures than multiple choice tests.  
(ex. Portfolio, product, observation, task-analysis)
- ☐ 2. The student requires specialized academic help as well throughout the day in areas such as:
- ☐ Expressing basic needs & wants
  - ☐ Getting from place to place
  - ☐ Feeding
  - ☐ Toileting
  - ☐ Negotiating social situations
- ☐ 3. Requires direct, intensive, individualized instruction in a variety of settings to acquire, maintain and generalize skills to:
- ☐ Transfer skills to other settings
  - ☐ Transfer skills with other people
  - ☐ Transfer skills to different times of day
- ☐ 4. Accesses the TEKS through pre-requisite skills that are linked to the grade level curriculum:

TAKS Objective 1: The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.		
TEKS Knowledge and Skills Statement	Essence of TEKS Knowledge and Skills Statement	Prerequisite Skill
(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.	Uses place value to demonstrate understanding of numbers.	Student is able to count 5 or higher using concrete objects

- ☐ Student access ALL curriculum through prerequisite skills



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- 5. Demonstrates knowledge and skills routinely in class by methods other than paper & pencil tasks. *The student may be able to perform some paper-pencil tasks (tracing words, copying spelling words, completing simple worksheets, even writing simple phrases or sentences). However is typically evaluated by methods other than paper-pencil tasks:*
- ☐ Observing student performance
  - ☐ Manipulation of items
  - ☐ Verbalizing responses
  - ☐ Eye gazing
  - ☐ Activation of an augmentive communication device
- 6. Demonstrates performance/academic skills by applying them in environments where the needed skill may naturally occur such as the use of reading, math and science skills during a cooking activity in a kitchen.
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### What is the role of the ARD committee in making decisions for TAKS-Alt?

**Answer:** Using the state participation requirements for TAKS-M and TAKS-Alt, the ARD committee will need to determine which state assessment is appropriate for an individual student. The ARD committee should consider the student's current level of functioning and how the student receives instruction in the state curriculum. Keeping high standards in mind, the members of the committee must weigh the benefits of rigorous and challenging expectations with the possibilities of success, given each student's individual strengths, needs, instruction, and accommodations.

If TAKS-Alt is selected, the committee may review the state-required essence statements for the student's enrolled grade and give input into appropriate supports needed for instruction.

However, it is not the responsibility of the ARD committee to select the complexity level of the assessment task for each essence statement

***Please refer to the TAKS-Alt Participation Criteria and Requirements at:***

[http://ritter.tea.state.tx.us/student.assessment/resources/taksalt/training/participation\\_requirements\\_july\\_2007.pdf](http://ritter.tea.state.tx.us/student.assessment/resources/taksalt/training/participation_requirements_july_2007.pdf)

Administrator's Signature: \_\_\_\_\_